



SUPEReXCELS CLINICAL SUPERVISION SYSTEM: A PILOT IMPLEMENTATION

CHARIZZE JEAN J. ACEVEDO-YANA
GILBERT ROLLY T. VALMORIA
RITZY D. MUTIA, PhD

ABSTRACT

Clinical supervision, as a way of improving instruction, is being practiced in many schools because it offers many advantages. This research delivered the advantage of utilization SUPEReXCELS' clinical supervision system. The study examined the extent effect of the implementation of SUPEReXCELS Clinical Supervision System among new in-service teachers assigned in Kibungsod National High School. Descriptive method of research was employed in this study to identify the professional needs of the school heads. Based on the findings, the following conclusions are drawn upon the adaptation of SUPEReXCELS Clinical Supervision System modules. (a) Because of the collegial and cooperative process, teachers and school heads have positive feelings towards the supervisory process. This is evident in the context of the teacher-respondents was able to prepare several instructional requirements before the observation stage; (b) Clinical supervision allows for objective feedback, which leads to improved results. In addition, the teacher is already oriented of the area of observation were the supervisor is going to focus. Aside from that, teacher is encouraged to perform at his/her best; (c) It enables teachers to clearly see differences in what they think they are doing and what they are actually doing; (d) Resulting improvements on instruction are highlighted and both teacher and supervisor are able to develop new skills and strategies, which will be replicated, as needed. It is highlighted in the Post Observation Stage.

Keywords: Clinical Supervision, Class Observation, Supervision

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Introduction

School heads play multifaceted roles in setting the direction for schools to be productive workplaces for teachers and conducive to learning environments for children. A large body of research on school effectiveness and improvement from a wide range of countries and school contexts has consistently highlighted the pivotal role of school leadership in making schools more effective (Scheerens and Bosker, 1997; Teddlie and Reynolds, 2000; Townsend, 2007).

They tend to become an effective instructional leader in order to place a high priority on their role in instruction, and the beneficial effect they have on students' learning.

The relationship between the teacher and the school head/supervisor, however, could be strained by the approach used in providing supervision. The supervision process may not be well-planned. It may not be the appropriate approach to meet the needs of the beginning teacher. Also, the school head may not be adequately skilled to be an effective supervisor. In most school settings, school heads serve as administrators, finance officers, negotiators, counselors, and even teachers. However, one of the important roles you – the school head - play is that of supervisor of teachers.

There is an intensive approach to supervision that requires a high level of involvement from both the teacher and the supervisor. Designed primarily for supervising beginning teachers, this supervisory approach empowers teachers to achieve their educational goals.

Clinical supervision, as a way of improving instruction, is being practiced in many schools because it offers many advantages. It encourages the teacher to assume great responsibility for his/her self-improvement. Further, gradually lessens the responsibility of the supervisor in a process very much similar to weaning. The teacher's progress is measured in terms of how much support he/she needs to solve a problem. After the supervision process, the teacher is expected to become more responsible, creative, and self-sufficient through time.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



This research delivered the advantage of utilization SUPEReXCELS' clinical supervision system.

Parents today conduct some form of supervision over their children. They instruct them on how to do things and provide them with guidance and values. Supervision is actively practiced today as it was practiced during the time of Plato and Aristotle. It exists in most professions. Doctors-in training are supervised by senior doctors. Student-drivers are supervised by master drivers who go around with them as they learn how to drive properly. Senior managers train their newly-hired company managers. Internships and fellowships abound in most government and nongovernment agencies.

Clinical supervision is a type of supervision that encourages active, hands-on involvement of the school head in examining instructional activities within the classroom. This highly school head - involved approach provides rich opportunities for improving teaching and, consequently, student learning.

The researcher implemented SUPEReXCELS Clinical Supervision System modules for the Classroom Teaching Observation among the new in-service teachers.

The goal for this intervention is to : (a) let teachers be capable of analyzing their own teaching performance, and they can provide inputs on ways to improve their teaching , (b) make teachers become agents of change in the instructional process, (c) emphasizes teacher growth rather than defects,(d) provide feedback to improve and guide the instructional strategies of the teacher, (e) improves instruction through the analysis of classroom teaching-learning and the systematic interpretation of data, and (f) bring desired changes in teacher behavior.

In order to achieve these mentioned goals, these are the stages were the researcher had follow.

1. *The Pre-Observation Conference.* This is when the supervisor and the teacher meet and discuss their plans for the supervision process. Adopting the SUPEReXCELS Clinical Supervision System modules, it emphasized the 9-task to accomplish. These nine

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



activities are all part of the pre-observation conference phase. Think of this as a planning stage for the rest of the clinical supervision process. Indeed, experts in supervision also call this step the “the planning conference” (Sullivan, 2004; Glanz, 2005).

2. *The Observation Stage.* It involves the supervisor going to the classroom to observe the teacher in action. During this observation process the teacher should be less anxious about school head’s presence and visitation because he/she has chosen the focus and is familiar with the observation tool. Trust is created if the school head is focused only on what has been identified during the pre-observation conference. However, Robbins and Alvy (2001) give some important advice when you, as a supervisor, should take action during the observation process:

“The only exceptions to this are if the content presented is incorrect, inappropriate teaching strategies are being used, or the students are being harmed - emotionally, psychologically, physically, socially, or intellectually. Though these issues occur rarely, they must be addressed directly.”

3. *Analysis and Strategy.* The supervisor, to do a careful analysis of the classroom data gathered in class. It is preferable that he/she, analyze and interpret the observation tool as soon as possible after the class while the observation is fresh in his/her mind. In the process of analyzing, He/she would go through the observation data, study the facts carefully, and label the cause and effect situations that have been recorded/scripted. He/She identifies the decisions and actions you made and their probable effects on students. The teacher behaviors in your observation notes may be grouped into four areas:

- a) Teacher’s questioning style (How well the teacher formulated and asked questions during the class.)
- b) Classroom management (How well the teacher managed student behavior.)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



- c) Lesson presentation (How well the lesson was planned and delivered.)
- d) Assessment of student learning (How well the teacher evaluated the knowledge, skills, and values acquired by the students from the lesson/s presented.)

4. *The Post-Observation Conference.* The school head implementing clinical supervision and the teacher should have agreed to conduct the post observation meeting within 24 to 48 hours of the classroom observation, because after that, memories of what happened during the observation would fade. This means that when the school head conducts analysis and interpretation right after the observation, he/she also plans the strategy on how to communicate the results of the observation to the teacher. It aims to provide feedback and guidance to the teacher to improve teaching, reward desirable teacher behaviors, provide acknowledgement of teacher instructional strength patterns, and promote techniques for self-analysis.

5. *The Post -Observation Analysis.* It sounds like reviewing and examining what occurred during the post-observation conference. It allows the supervisor to know how well the process went. The main task of the supervisor in the post-conference analysis is to carefully and systematically reflect on his/her own performance as supervisor (Smyth, 1986). The supervisor him/herself becomes an object of the analysis. One input to this is a comparison of what was planned with what actually happened in the entire clinical supervision cycle. To make the process more objective, the supervisor analyzes the video/audio/ script to determine who (either the supervisor, the teacher, or both) selected each topic, who provided the data, who analyzed the data, and who provided the alternatives.

Clinical supervision focuses on improving a teacher's teaching performance by analyzing teaching through a series of five sequential steps. Resulting improvements on instruction are

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



highlighted, and both teacher and supervisor are able to develop new skills and strategies, which will be replicated, as needed.

Materials and Method

The study examined the extent effect of the implementation of SUPEReXCELS Clinical Supervision System among new in-service teachers assigned in Kibungsod National High School.

Specifically the study sought to answer the following research questions:

1. What is the effect towards the teachers during pre-observation SUPEReXCELS Clinical Supervision System in terms of :
 - a. Daily Lesson Log Preparation
 - b. Questioning style
 - c. Classroom Management
 - d. Lesson Presentation
 - e. Assessment of Student Learning
2. What is the results of Cause and Effect Situation's Table during the observation stage in terms of : (a) Questioning style; (b) Classroom Management;(c) Lesson Presentation; (d) Assessment of Student Learning and role of school head?
3. What is the teacher's response based on Post Observation on Supervisor's Perception of Teacher Behavior?

Descriptive method of research was employed in this study to identify the professional needs of the school heads.

Participants and/or other Sources of Data and Information

Participants of the study were chosen using the non-random sampling. This were intended to study the extent effect of the implementation of SUPEReXCELS Clinical Supervision System

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



among new in-service teachers assigned in Kibungsod National High School. There were 6 new in-service teachers for both Junior High School and Senior High School.

Data Gathering Methods

The supervisor- researcher disseminated a school memorandum to the field informing the new in-service teachers for a pre-observation session. Data were generated through the accomplished stages in the SUPEReXCELS Clinical Supervision System.

The researcher adopted the SUPEReXCELS Clinical Supervision System modules to serve as instrument in the data collection. The said supervision system has several forms however only the Pre-Observation Conference Checklist, Cause and Effect Table and Supervisor Perception of Teacher Behavior during Post-Observation Conference were utilized.

Results and Discussion

1. **What is the effect towards the teachers during pre-observation SUPEReXCELS Clinical Supervision System in terms of:**

Table 1 . Effect towards the teachers during pre-observation SUPEReXCELS Clinical Supervision System

Areas of Class Observation	Observed	Not Observed
Daily Lesson Log Preparation	6	0
Questioning style	5	1
Classroom Management	5	1
Lesson Presentation	4	2
Assessment of Student Learning	5	1

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 1 shows the distribution of teachers who has observed and has not observed the areas of observation during the pre-observation conference. It can be seen that almost all of the teacher were prepared for each of the specific area of observation. Further, the approach that your formal observation actually begins at your pre-observation conference. The preparation and approach through this meeting will set you up for a better experience during the actual lesson observation (Gatens,B. 2015).

Roney (2017) exclaimed that a good pre-conference should be about dialogue and understanding. So, every effort to make it as conversational as possible with a good dialogue about the expectations about for the teaching and learning for the lesson will help tremendously. Of the which, the school head -researcher try to enunciate during the pre-observation. Inasmuch, some of the questioning style, classroom management, lesson presentation and assessment of student learning were revised and further reconstructed.

2. What is the results of Cause and Effect Situation’s Table during the observation stage in terms of : (a) Questioning style; (b) Classroom Management;(c) Lesson Presentation; (d) Assessment of Student Learning and role of school head?

Table 2 Teacher’s Result Cause and Effect Situation’s Table during the observation stage in terms of : (a) Questioning style; (b) Classroom Management;(c) Lesson Presentation; (d) Assessment of Student Learning and role of school head

Areas of Observation	Decision/Action of Teacher	Frequency	Effect/s upon Students
----------------------	----------------------------	-----------	------------------------

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



	No Wait Time. The teacher do not pause or use "wait-time" when asking questions.	3	Students were silent.
<i>Questioning Style</i>	Using a Student's Name	2	The other students are likely thinking to themselves, "We don't have to think now because someone is going to answer the question."
	Teacher establish a Higher level question	3	Students have stimulated to seek his/her own.
<i>Classroom Management</i>	classroom management wasn't on a proper level;	5	Students were not able to finish their task on the allowed time.
<i>Lesson Presentation</i>	Teacher thoroughly discussed the objectives	5	The students were guided as seen in their gestures.
<i>Assessment of Student Learning</i>	Teacher thoroughly discussed the objectives	3	Almost 98% of their class has

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



good score on this tests.

The table shows the usual encounter of the concerned teacher problems' met toward the gathering of Cause and Effect Situation Table. 50% of the respondents has meet this emerged problem in questioning style specifically on *No Wait Time*. Bennet (2018) suggested that Waiting for a minimum of three seconds (and up to 7 seconds if necessary) after posing a question can improve outcomes for students, including the length and correctness of student responses, a decrease in "I don't know" responses, and an increase in the number of students who volunteer answers.

The method of collecting useful data is also discussed and determined during this conference.

3. What is the teacher's response based on Post Observation on Supervisor's Perception of Teacher Behavior?

Table 3 Teacher's Responses based on Post Observation on Supervisor's Perception of Teacher Behavior

Behavior	CATEGORIES				
	1(VHE)	2(FHE)	3(ME)	4 (VLE)	5(NE)
Asked for supervisor's opinion and ideas.	6	0	0	0	0
Asked for clarification of ideas.	0	5	1	0	0
Accepted supervisor's ideas and suggestions.	5	1	0	0	0

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



Offered suggestions and ideas.	0	2	2	2	0
Clarified own ideas and actions.	6	0	0	0	0
Assessed own teaching performance.	0	3	3	0	0

The table summarizes the number of teacher's responses on the Supervisor's Perception of Teacher Behavior. It can be observed that teacher-respondents has very high emphasis (vhe) on asking for supervisor's opinion and ideas. In addition, they also extended clarification with their own ideas and actions in order to align the desired outcome might the supervisor want them to do. Further, almost 33% of the respondents hasb very little emphasis (vle) on offering their own suggestions and ideas.

Consequently explained by Acheson and Gall (1997), suggest clinical supervision, an alternative supervision model, which is democratic, teacher centred and based on mutual dialog rather than which is authoritarian, coercive and supervisor centred..

According to Acheson and Gall (1997), clinical supervision is based on a perception that teachers may welcome a supervisory style focused on their own interests and expectancies. The main purpose of clinical supervision is to increase the professional performance of teachers and to improve instructional effectiveness (Acheson & Gall, 1997; Grimmert, 1981). The most distinctiveness of clinical supervision is to stress, directly, teacher-supervisor interaction, and to focus on enhancing the professional quality of teachers (Aydin, 2005). That the clinical supervision increases individual consciousness, personal and professional competencies, and self-confidence of teachers, it causes an increase in job satisfaction, and decreases in organizational burnout levels of teachers (Hyrkas, 2005; McMahon & Patton, 2000). Clinical supervision not only provides the

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



efficiency of learning and teaching process in class via in-service training of teachers, but also assists teachers to climb the peak in their profession by reaching the top stage "Self- actualization" as stated in Maslow's Hierarchy of Needs.

At its best the evaluation process between teachers and administrators should be about professional growth for the teacher, and a quality learning environment for the students. In order to accomplish these lofty goals, many schools are striving to include the necessary pieces of a quality feedback loop: pre-conferences, observations, incremental walkthroughs, and post conferences. When the observation process is completed in a trusted and supportive manner the entire progression becomes a foundational place for understanding, sharing, and growth for all involved.(Rooney,K. 2017)

Conclusions

Based on the findings, the following conclusions are drawn upon the adaptation of SUPEReXCELS Clinical Supervision System modules.

1. Because of the collegial and cooperative process, teachers and school heads have positive feelings towards the supervisory process. This is evident in the context of the teacher-respondents was able to prepare several instructional requirements before the observation stage.
2. Clinical supervision allows for objective feedback, which leads to improved results. In addition, the teacher is already oriented of the area of observation were the supervisor is going to focus. Aside from that, teacher is encouraged to perform at his/her best.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



- *****
3. It enables teachers to clearly see differences in what they think they are doing and what they are actually doing.
 4. Resulting improvements on instruction are highlighted and both teacher and supervisor are able to develop new skills and strategies, which will be replicated, as needed. It is highlighted in the Post Observation Stage.

Based on the conclusions the following recommendations are suggested:

The following has emerged as disadvantages upon the adaptation of SUPEReXCELS Clinical Supervision System modules.

1. *Clinical supervision is difficult to do in reality because it involves a long and tedious process.*
2. *It is difficult to provide clinical supervision to all teachers because it is time-consuming.*
3. *Teachers have different growth needs and learning styles.*

The following ideas are offered by Zepeda (2002) and Robin and Alvey (2004) as proactive measures to make the most of clinical supervision:

1. Tap other sources of supervisory assistance. You don't have to be the only one to provide supervision. Share the formal authority to supervise teachers with the assistant/deputy school head, department heads, and subject coordinators.
2. Train and support teachers who are willing to coach and mentor their colleagues. This is a way of multiplying your effort to provide step-by-step assistance in providing

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



knowledge and skills to new teachers and those who need to improve their competencies.

3. Keep a log of observations by various school personnel that you tapped (e.g. department head, assistant school head etc.) to help you identify patterns and determine the instructional needs of particular teachers.
4. Supervise with limited time (Robbins & Alvy, 2004). This strategy involves using short time segments - some planned, some unplanned - to get out of the office and into classrooms and campus areas to observe. This is called "Leading and Learning by Wandering Around" (LLBWA). There are many approaches to LLBWA. One of these is "The 7-Minute Classroom Snapshot."
5. Find out what the teachers' preferred supervisory approaches are. Clinical supervision is most beneficial for teachers who need close supervision from a supervisor.
6. Find out what your preferred supervisory approach/es is/are. If clinical supervision is not your preference, but one or more of your teachers prefer it (which would most likely be the case), then you need to learn more about this supervisory approach in order to appreciate its potential in developing your teachers.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Action Plan

Objectives	Activities	Inclusive Dates	Persons Involved	Resources Needed	Indicators of Success	Remarks
To discuss Clinical Supervision as an approach to Instructional Supervision → Define CS → Establish the need for CS → Presents the underlying assumptions of CS → Presents the advantages and disadvantages of CS → Presents the details of the 5 steps in implementing SC in a school setting	Conduct a school base training of teachers with less than 1 year teaching experience related to Clinical Supervision	7-Jun-19	Teachers with less than 1 year teaching experience, School Head	Clinical Supervision Handouts, Prepared power point presentation related to CS	100% teachers with less than 1 year teaching experience fully understand CS purpose and process	Done
To create a schedule of activity for CS Teachers → Pre-observation → Observation → Post-Observation Conference	Conduct Clinical Supervision to all Teacher concern		CS Schedule	Schedule of Classes		Done
To implement CS in KNHS prioritizing teachers with less than 1 year teaching experience	Create schedule of activity for CS	Starting June 10, 2019	CS Teachers, School Head	Schedule of Classes	100% of CS Teachers have already schedule for CS activity	

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

ALPHONSO, ROBERT J. 1997. "Should Supervision Be Abolished? No." In Educational Supervision: Perspectives, Issues, and Controversies, ed. Jeffrey Glanz and Robert F. Neville. Norwood, MA: Christopher Gordon Publishers.

ANDERSON, ROBERT H. and SNYDER, KAROLYN J. 1993. Clinical Supervision: Coaching for Enhanced Performance. Lancaster, PA: Technomic Publications.

ANGLIN, LEO W., JR., RICHARD M. GOLDMAN and JOYCE S. ANGLIN. Teaching: What It's All About. New York: Harper and Row, 1982.

GOLDHAMER, R. Clinical Supervision. New York: Holt Rinehart and Winston, 1969.

SERGIOVANNI, THOMAS J. 1982. "Toward a Theory of Supervisory Practice: Integrating the Scientific, Clinical, and Artistic Views." In Supervision of Teaching, ed. Thomas J. Sergiovanni. Alexandria, VA: Association of Supervision and Curriculum Development.

TRACY, SANDRA J. 1993. "Restructuring Instructional Supervision." Contemporary Education 64:128–131.

WILES, KIMBALL and JOHN T. LOVELL. Supervision for Better Schools. Englewood Cliffs, N.J.: Prentice-Pall, Inc., 1975

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
